DOCUMENT RESUME

ED 062 861 FL 003 146

TITLE	Progressing in Spanish: Part III.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	26p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Audiolingual Skills; *Conversational Language Courses; Cultural Education; Educational Objectives; *Instructional Materials; *Language Instruction; *Language Skills; Listening Skills; Modern Languages; Reading Skills; *Spanish; Student Evaluation; Teaching Guides; Textbooks; Vocabulary Development; Writing Skills

ABSTRACT

Contents of this Spanish text of instructional materials focus on a city in Spain, a city in South America, and a hypothetical visit to a railroad station. Students learn about the imperfect tense, reflexive pronouns, and several other grammatical concepts. Exercises and readings related to the stories "La Despedida" and "Recuerdos Juveniles" are included. Suggestions for expansion of materials and reference materials are provided. Achievement of performance objectives may be tested through the use of evaluative materials provided in the text. (RL)

ED 062 861

PROGRESSING IN SPANISH

PART III

COURSE NUMBER 7504.33

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FL 003 146

DIVISION OF INSTRUCTION

Dade County Public Schools

Miami, Florida

1971

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethal Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

CONTENTS

Course Description iii

Broad Goals and Performance Objectives 1

Course Content 8

Suggested Expansion of Materials 14

Evaluations 16

References 20

COURSE DESCRIPTION

Completion of 7504.32 or its equivalent is recommended prior to enrollment in this course.

In this course you will learn about visiting a railroad station, a city in Spain and another in South America.

You will find out about the imperfect tense, the reflexive pronouns and other grammatical concepts.

You will be able to construct new and original sentences and supply the missing parts of a sentence.

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.

I. Listening Skills: The pupil, according to his level of maturity and achievement, will be able to demonstrate by overt and/or spoken reaction his:

A. Understanding of the target language spoken at normal tempo:

1. Given orally 20 incomplete sentences, each followed by three possible completions, the student will choose the correct one for each sentence by circling a, b, or c.

2. Given orally 20 questions previously studied, the student will answer them correctly with an 85% degree of success.

B. Comprehension of new arrangements of familiar content: Given orally 10 sentences, each followed by three suggested rejoinders, the student will choose the correct one for each sentence circling a, b, or c.

C. Understanding of two natives of the target culture speaking topics within range of experience:

1. Given orally (two times) short prepared narratives, and/or dialogs, followed by no more than 5 questions and the respective answers, the student will write V or F to indicate a correct answer for the question given.

2. Given orally (two times) short prepared narratives, followed by incomplete sentences with three suggested completions, the student will cirlce the letter followed by the most appropriate completion.

D. Understanding of conversation based on everyday structure: Given orally simple dialogs or sentences based on everyday situations previously studied, the student will indicate the locale of the conversation (cocina, comedor, patio, jardín, aduana, plaza de toros, zapatería, baño, cuarto, banco, hacienda, plaza, fuente, desfile, montañas) by circling the corresponding letter with 85% degree of success.

E. Understanding of questions about his own usual activities in and out of school. The learner will listen to ten questions and indicate the correct answer by marking a, b, or c.

F. Inference of the meaning of words from the context in which he hears them. Given orally paired sentences in which the same word has two different meanings, the student will circle 1 or 2 according to the English meaning previously given.

G. Understanding of regional speech variations of the target language. Given orally a series of words the student will match the synonyms on a prepared answer sheet. Example:

Given:

terminar	recordar
cordillera	frente
charlar	de niños
infantiles	chicas

mozas	conversar
fachada	montañas
acordarse	acabar

II. Speaking Skills: According to his level of maturity and achievement the pupil will talk with intonation and pronunciation acceptable to the teacher. He will:

A. Imitate conversations of models at natural speed.

1. Given orally the lines of the dialog, the student will imitate what is heard.
2. Given orally basic sentences included in this course, the student will imitate what is heard.

B. Speak with acceptable intonation.

1. Given verbal and/or visual cues on material taught, students will speak for three minutes.
2. Given basic sentences taught in this course, students will orally construct a short narrative.

C. Perform necessary changes in form and order by practicing these changes in structure drills and exercises.

1. Given a person number substitution drill on reflexive pronouns; present tense of irregular verbs, imperfect of a, e, and i verbs; irregular unstressed e and o preterit endings, students will restate the pattern sentence performing the necessary changes.
2. Given oral replacement and translation drills of materials taught the student will restate the correct pattern performing the necessary changes.

D. Answer questions about his usual activities.

1. Given questions dealing with material taught, students will answer them within a period of time determined by the teacher.

2. Given directed dialogs of material taught, students will respond according to directions given.

E. Ask questions relating to his usual activities. Given verbal and/or visual cues on situations included in material taught, students will ask two questions per each situation.

F. Recognize structural or grammatical signals by applying them correctly in pattern drills. Using reflexive pronouns as cues, students will orally construct pattern sentences, placing the cue in the correct position.

G. Speak satisfactorily on topics within his range of development. Given 5 different topics to choose from, students will select one, conversing about it with acceptable pattern construction.

III. Reading Skills: According to his level of maturity and achievement, the student will read with pronunciation and intonation acceptable to the teacher.

A. Skill of oral reading as evidenced by correct intonation and juncture. Given selected paragraphs and/or short narratives, students will read them.

B. Skill of reading with direct comprehension of what has been mastered audiolingually.

Given dialogs and narratives from materials taught, students will read them and answer oral questions.

C. Skill of reading specially written materials that introduce new vocabulary and grammar progressively. Given short narratives that introduce new vocabulary items, students will comprehend them in context, answering questions in which they can prove their understanding.

IV. Writing Skills: According to his level of maturity and achievement the student will:

A. Copy in the target language that what he has previously heard, spoken or read. Given lines and basic sentences from materials taught, students will copy each with 90% minimum proficiency.

B. Write exercises requiring minimal structural changes. Given one model sentence and a list of words construct a similar sentence making the necessary changes to include all the words.

C. Write answers to oral questions or rejoinders to statements that have been practiced. Given oral questions, students will write two answers per each. Given oral statements, students will write appropriate rejoinders.

D. Construct original sentences following a model with a controlled vocabulary. Given a model sentence students, will write five original ones using vocabulary taught in this course.

E. Rewrite a paragraph changing one key structural element and making all other consequent necessary changes.

1. Given a short paragraph with all verbs in the imperfect, students will rewrite it changing the verbs to the present tense.
2. Given a short paragraph with all verbs in the present tense, students will rewrite it changing the verbs to the imperfect tense.

V. Knowledge of Culture: According to his level of maturity and achievement, the student will:

A. Identify five statements of the role of the family and its individuals in the hacienda in South America when given 10 from which to choose.

B. Demonstrate recognition of similarities and differences between the learner's culture and the target culture by participating in group discussions.

C. Describe five important ceremonies, rituals and holidays in the target culture.

D. Demonstrate knowledge of the geography and literary wealth of Ecuador by answering correctly 5 questions of a given 10.

VI. Attitude Changes: The learner:

A. Can identify several reasons for studying the target language as evidenced by participation in discussion groups research projects, making of art projects.

B. Pursues actively further study of the target language and culture, as evidenced by seeking additional knowledge, joining clubs, seeking and corresponding with a pen pal in the target country.

C. Signs up for further courses of language study.

COURSE CONTENT

GRAMMATICAL INVENTORY

"LA DESPEDIDA"

Dialog Adaptation; interrogatives

Supplement

Different parts of the house

Different kinds of occupations and works

Structure drills

Reflexive pronouns

Position of reflexive pronouns with infinitives

Position of reflexive pronouns with ir a + infinitive

Present tense of some irregular verbs

(traer, oír, hacer, ver, saber, conocer, reconocer, agradecer, parecer, salir, poner, valer, caerse)

Position of limiting and descriptive adjectives

Nouns of professions and nationality after ser

Recombination Reading Narrative: "Los Robinson".

Limiting and descriptive adjectives

mucho (a, as, os)	bastante (s)	demasiado (a, as, os)
poco (a, as, os)	todo (a, as, os)	números

varios (as)
otro (a, as, os)
mismo (a, as, os)
único (a, as, os)

Verbs

Present tense of irregular verbs

agradecer
conocer
salir
ver
hacer
reconocer
traer
saber
poner
parecer
oir
caerse

Expressions

¡Apúrate!
En el último caso
Ya lo creo
Te la (o, as, os) dejaré
Hacer el viaje
Junto a
Ya salgo
Les avisaré
Tener mucho en común
En cuanto llegue
Estarás contento (a)
¡Vaya!
¡Ojalá que!
En último caso

Vocabulary (suggested increase in parts of the house vocabulary)

Nouns		Verbs	Adjectives
aduanero	elegancia	agradecer	impresionado
arquitecto	gamba	caber	incómodo
arquitectura	gente	cambiar	agradable
banco	hotel	cocinar	amable
baño	jardín	charlar	comercial
barrio	jardinero	desayunar	cómodo
cartero	jerez	devolver	sucio

Nouns		Verbs	Adjectives
catedral	llamada	enseñar	típico
ciudad	maleta	recibir	tranquilo
cocina	matrimonio	recordar	ambos
comedor	obra	sugerir	muchísimo
criada	plancha	despertarse	próximo
costumbre	ropa	levantarse	
correo	revista	sentarse	
cheque	torero		
desayuno	tren		
despedida	ventanilla		
dólar	zapatero		

GRAMMATICAL INVENTORY

"RECUERDOS JUVENILES"

Basic sentences

Basic Test - Recuerdos Juveniles

Supplement

Cardinal points

Ordinal numbers

Structure drills

Imperfect of ar verbs

Imperfect of er and ir verbs

Imperfect of irregular verbs ver, ir, and ser

Shortened forms of adjectives

Irregular verbs with unstressed -e, -o preterit endings

Conversation Build-up - Un paseo con la novia.

Writing Drills

Imperfect _____ Present

Sentence completion

Sentence construction

Reading Selection: "Mis recuerdos juveniles"

Verbs

Imperfect of ar, er, and ir verbs

Imperfect of irregular verbs (ver, ir, ser)

Irregular verbs with unstressed e and o preterit endings

decir, poder, venir

Verbs		
acordarse	enamorarse	recitar
acudir	enseñar	resolver
administrar	explicar	restar
asistir	insistir	rezar
coger	ladrar	soler
comenzar	marchar	soñar
dividir	multiplicar	sumar
encargarse	negar	charlar
premiar	pasearse	

Adjectives	Adverbs	Prepositions
anterior	adonde	desde
barroco	arriba	durante
entremetido	lentamente	entre
hermosa	facilmente	
infantil	completamente	
juvenil	generalmente	
primario		
tosco		

Nouns

banco
bandera
brazo
la busca
centro
cercanías
Colón
comestibles
cordillera
coscorrón
cuadra
cura
charco
desventaja
director
ecuatoriano
empujón
esquina
formación
fuente
gesto
golpe
grado
grupo
hacienda
juego
kilómetro
lección
madera
madre
maestro
matemáticas
montaña
moza
negocio
niño
novio
número
ocasión
ordinal
orgullo
pantalones
perro
piso
pizarra
poema
problema
pueblo
punto
recuerdo
sala de clase
selva
situado
uniforme
fachada

SUGGESTED EXPANSION OF MATERIALS

"LA DESPEDIDA"

Narratives *

El día del viaje

Un juego muy viejo

El perro del ventrílocuo

Listening comprehension quises to above narratives

Questions on narratives

Questions on AIM dialogs and original questions

Drills on vocabulary

Supplementary drills

Personal narratives and conversations based on Unit 14

Situation IV-Clases de ocupaciones o trabjos **

Oral practice

Free questions

Item substitution

Double item substitution

Readings

Questions about the readings

* Spanish Supplementary Materials (Units 1 - 14)

Can be ordered from the Dade County Foreign Language Office

** Sonidos de la vida diaria

Can be ordered from the Dade County Textbook Department

SUGGESTED EXPANSION OF MATERIALS

"RECUERDOS JUVENILES"

Narratives *

Folklore del pueblo chico

Carta de un alumno costarricense

Questions on narratives

Questions on AIM dialog

Personal questions related to dialog and material covered

Supplementary drills

Original narratives and conversations based on unit 15

Short paragraphs describing different places in Spanish speaking countries

Questions about the paragraphs

Drawing of pictures showing what the paragraph describes.

* A-IM Spanish Level One 2nd ed. Units 14 and 15

EVALUATIONS

Instrument for measuring performance objective I A - 1

A list of sentences will be read aloud from which one or more words are omitted. For each sentence three completions will be suggested. Select the best completion by circling a., b, or c.

1. Ese tren es grande y limpio. Me gusta porque parece....
   a. sucio
   b. cómodo
   c. incómodo

2. Al señor Robinson le encantan los cafés porque
   a. nunca hay gente
   b. se pasa un rato agradable
   c. se trabaja mucho allí

3. ¡Qué frío hace! Vamos a descansar allí
   a. al sol
   b. a la sombra
   c. en el agua

Instrument for measuring performance objective II C - 1

Se levantó a las seis

(yo) _____

(ellos) _____

(nosotros) _____

(tú) _____

Vivían cerca de la escuela

(nosotros) _____

(él) _____

(yo) _____

(Uds.) _____

El maestro no dijo nada

Los niños _____

Tú _____

Nosotros _____

Instrument for measuring performance objective III C - 1

After reading the following paragraph the students will answer the questions.

Mi familia y yo fuimos en el verano a Venezuela. Teníamos un cuarto en un gran hotel que daba a la plaza. En la plaza se enamoraban las muchachas y conversaban con sus novios. También se sentaban los viejos en los bancos a recordar los días pasados. En el centro había una fuente muy grande adonde iban las personas a buscar agua.

1. ¿Quiénes pasaron el verano en Venezuela?
2. ¿Qué hacían las muchachas en la plaza?
3. ¿Qué hacían los viejos?
4. ¿Dónde estaba la fuente?
5. ¿A qué iban las personas a la fuente?

Instrument for measuring performance objective IV B - 1

Write a new sentence, using the items in the order given to replace the appropriate words in the original sentence. Make any necessary changes in the sentence.

1. Yo me levanté hace un rato
   ella / despertarse / hora

2. Y la maleta se la mando pronto
   libro / devolver / mañana

3. En frente de la plaza estaba la iglesia
   cerca / montaña / pueblo
   adonde acudíamos todos los domingos
   ir / días

Instrument for measuring performance objective V D

Answer the following questions

1. Who is Gaudí?
2. Locate Barcelona on a map of Spain
3. Name two important things in Spain constructed by Gaudí.
4. Name a very ornate style which prevailed in Spain from 1550 to the 18th century
5. What is the name of the mountain range in Ecuador?
6. What day is "The Day of the Race" and what does it commemorates?
7. Name the capital of Ecuador

8. Name the capital of Spain

9. Explain what are jerez and gambas

10. Locate Ecuador on a map and identify 4 geographic features.

Instrument for measuring performance objective VI B

Give a questionnaire to the students with such wording that the teacher can receive directions for improvement of the course.

1. Are you satisfied with the course?

   Why?

   Why not?

2. Which part of the course did you like best?

   music

   discussions

   films

   talking

   listening to tapes and records

   projects

   writing

   reading

   culture and geography

3. Would you like to continue studying Spanish?

   Why?

   Why not?

REFERENCES

Bauer, Olga. Cortesía y etiqueta modernas. Madrid: Aguilar S.A., 1967.

Brooks, Nelson. "Teaching Culture in the Foreing Language Classroom." Foreing Language Annals, March, 1968, pp. 204-217.

Brown, Ina Corinne. Understanding Other Cultures. Englewood Cliffs, New Jersey: Prentice - Hall, 1963.

Castro, Américo. The Structure of Spanish History. Princeton, New Jersey: Princeton University Press, 1954.

Copeland, Leila S. and Dovell, J. E. La Florida; Its Land and People. Texas: The Stock Company, Publishers, 1957.

Dade County Public Schools. Spanish Supplementary Materials. ALM Spanish Units 1-14, Curriculum Bulletin 20J. Miami, Florida: Dade County School Board, 1964.

_____. Sonidos de la vida diaria, Curriculum Bulletin 20M. Dade County School Board, 1969.

_____. Orientation to Spanish Culture, Curriculum Bulletin 20L. Dade County School Board, 1968.

_____. FLES-7 Spanish, Curriculum Bulletin 20-FL Dade County School Board, 1966.

Gibson, Charles. Spain in America. New York: Harper & Row, 1966.

Green, Jerald R. A Gesture Inventory for the Teaching of Spanish. New York: Chelton Company, 1968.

Grittner, Frank M. Teaching Foreign Languages. New York: Harper & Row, Publishers, 1969.

Harcourt, Brace & World, Inc., Publishers. ALM Spanish 2, first edition. New York: Harcourt, Brace & World, Inc., 1962.

Henriquez Ureña, Pedro. Historia de la Cultura en la América Hispana. Mexico: Fondo de la cultura economica, 1961.

Jernigan, Ernest M. Florida; Past, Present, Future. Florida Research Press, Ocala, Florida, 1964.

Lado, Robert. Language Teaching A Scientific Approach. New York: McGraw-Hill, Inc., 1964.

_____. Language Testing, The Construction and Use of Foreign Language Tests. London: Longmans, Green and Co., 1961.

_____. Linguistics Across Cultures. Ann Arbor, Michigan: The University of Michigan Press, 1957.

Modern Language Association of America. A Handbook on Foreign Language Classroom Testing: French, German, Italian, Russian, Spanish. New York: Modern Language Association of America, 1968.

Oliva, Peter F. The Teaching of Foreign Language. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Plaza, Galo. Latin America Today and Tomorrow. Washington: Acropolis Books Ltd., 1971.

Politzer, Robert L. and Bartley, Diana E. Practice - Centered Teacher Training: Spanish. Philadelphia: The Center for Curriculum Develpment, Inc., 1970.

Politzer, Robert L. and Staubach, Charles N. Teaching Spanish, A Linguistic Orientation New York: Blaisdell Publishing Co., 1965.

Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: The University of Chicago Press., 1969.

Stockwell, Robert P. and Bowen, Donald. The Sounds of English and Spanish. Chicago: The University of Chicago Press, 1965.

Valette, Rebecca M. Modern Language Testing. A Handbook. New York Harcourt, Brace & World, Inc., 1967.

AUDIO-VISUAL MATERIALS

Slides

Spanish Media Package Series. Miami, Florida: Dade County School, 1970.

Tapes

Dade County Public Schools. Dade ALM (tapes). Miami, Florida: Dade County School Board, 1967

Harcourt, Brace & World. ALM Spanish, First Edition. New York: Harcourt, Brace & World, Inc., 1961.